

# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education 629  
School District Total Student Enrollment 3196  
Percent of Students Receiving Special Education 19.7

## Steering Committee

Name	Position/Role	Building	Email
Christopher Keeler	Director of Special Education	Solanco SD	christopher_keeler@solancosd.org
Scott Long	Building Principal	Solanco HS	scott_long@solancosd.org
Michelle Rohrer	Special Education Teacher	Solanco SD	michelle_rohrer@solancosd.org
Christopher Zander	Building Principal	Clermont El Sch	christopher_zander@solancosd.org
Ashley Edwards Nace	Other	Solanco SD	ashley_edwardsnace@solancosd.org
Lindsay Capoferri	Building Principal	Smith MS	lindsay_capoferri@solancosd.org
Brian Bliss	Superintendent	Solanco SD	brian_bliss@solancosd.org
Sheri Johnson	Other	Solanco SD	sheri_johnson@solancosd.org
Robert Dangler	Director of Curriculum	Solanco SD	robert_dangler@solancosd.org
Michele Haverly	Special Education Teacher	Solanco SD	michele_haverly@solancosd.org
Caitlynn Copenhaver	General Education Teacher	Providence El Sch	caitlynn_copenhaver@solancosd.org
Marla Davis	Other	Solanco SD	marla_davis@solancosd.org
Kelly Shumaker	Other	Solanco HS	kelly_shumaker@solancosd.org
Marc Riccomini	Other	Solanco SD	marc_riccomini@solancosd.org
Ashley Lechner	Parent	Solanco SD	ashley.lechner3@yahoo.com
Marie Frackman	General Education Teacher	Solanco SD	marie_frackman@solancosd.org
Brynn Raub	General Education Teacher	Smith MS	brynn_raub@solancosd.org
Madison Vucenic	Special Education Teacher	Providence El Sch	madison_vucenic@solancosd.org
Samantha Heffner	Special Education Teacher	Solanco HS	samantha_heffner@solancosd.org
Jane Ausel	Board Member	Solanco SD	jane_ausel@solancosd.org
Sara Parrish	Building Principal	Bart-Colerain El Sch	Sara_Parrish@solancosd.org

## School District Areas of Improvement and Planning - Indicators

### Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

### Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

Identify the District's method for identifying students with specific learning disabilities

Both Models (only if state approved)

Building Name	AUN	Branch Number	RTI	Approved RTI Use
Providence El Sch	113367003	2654	Reading	x
Quarryville El Sch	113367003	2655	Reading	x
Bart-Colerain El Sch	113367003	2656	Reading	x
Clermont El Sch	113367003	7354	Reading	x

**Significant Disproportionality - Placement**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities



**Significant Disproportionality - Discipline**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

**Significant Disproportionality - Identification**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

The Solanco School District does not have any children's institutions, including detention homes or treatment centers located within the District. If there were, Solanco would comply with all parts of Section 1306 of the School Code. If a facility moves into the School District, Solanco will comply with the requirements of IDEA 2004 and PA Chapter 14 to support the students in the facility. The Solanco School District follows the public school code. It works with the Lancaster/Lebanon Intermediate Unit to meet Child Find requirements to locate and provide services to the students in 1306 facilities. In the event that the Solanco School District came to host a 1306 facility, students living at that facility would be allowed to attend Solanco schools if the IEP team determined that Solanco's programming constituted the student's least restrictive environment. Students would only attend educational programs outside of Solanco School District programming if the IEP team determines that the student requires such a placement in order to achieve FAPE for that student.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The Solanco School District would provide personnel to assess student needs for special education services, participate in MDE meetings and IEP meetings, and provide feedback to students, parents, and home district on student progress. School District contacts the home district's Supervisor of Special Education to notify them that a student with special needs has been placed in a facility within the district. Home School District provides copies of the child's special education paperwork in an expedited fashion in order to ensure FAPE in the LRE. The Director of Special Education requests to be notified of any IEP team meetings regarding the student so that the district can participate in the decision regarding what is considered LRE for this child while in his/her current placement. School District will provide home district change of placement discussion / ISP meeting when student leaves the facility. A barrier that the district could experience is obtaining copies of the annual special education paperwork from the home district for our School District records. Multiple requests may be made to obtain special education paperwork for our district students. Additionally, close communication is necessary to provide a smooth transition to a new placement.

## Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?  
No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).  
The Solanco School District prides itself in maintaining close communications with families, students, and centers responsible for educating our students. Upon learning of an incarcerated student, the district would contact the program through its pupil services office to begin facilitating conversations around the student's programming. For an identified student, the community would strive to ensure continuity of the IEP within the setting and would remain participatory in educational planning and delivery. For a child who was thought to be eligible or who triggered a child find obligation for the district, we would work with both the facility and the family to communicate our intentions to recommend the child to the multidisciplinary team for an evaluation. The school district would take specific measures to ensure open lines of communication between all involved parties and ensure that all parties would have the ability to communicate freely with one another to deliver the most appropriate education for the student.

## Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

The Solanco School District has demonstrated measurable improvement in the district's LRE data in recent years. The percentage of students spending 80% of their day or more incrementally improved from 57.1% of students with IEPs during the 17/18 school year to 59.1% of students with IEPs during the 20/21 school year. Similarly, students with IEPs in "Other Settings" incrementally dropped from 9.2% during the 17/18 school year to 6.0% during the 20/21 school year. The number of students in the regular education environment increased from 4.2% to 6.7% during this same period due to students returning from outside placements.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The Solanco School District has implemented a multi-tiered support system at all grade levels that identify students with needs impacting their success in school. District teams support students in individual ways that meet their needs. The district also ensures that comprehensive evaluations are conducted with parental consent to identify student needs that may require specialized instruction. The comprehensive evaluation or reevaluation determines the student's eligibility and needs under Chapter 14, special education services. The Solanco School district provides students identified with an educational disability with accommodations and modifications based on their individual needs and their least restrictive environment. If the student qualifies for special education services, the IEP team determines how student's needs are met. The team consists of parents and/or guardians, the principal, a special education teacher, a general education teacher, and any related service provided that is a part of the team.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The Solanco School District's programs and training efforts for ensuring that students with disabilities are educated with non-disabled peers to the maximum extent appropriate are governed and guided by regulations set forth under Chapter 14. IEP teams look at all needs of the student and provide students with the needed direct instruction as well as the appropriate supplementary aids and services. When all available supplementary aids and services have been maximized for a particular learning environment without a positive response from the student then a decision is made to look at the educational setting for that particular child. This process employs multiple stakeholders at the table and places value on everyone's voice. When decisions to change the educational placement for a child are being considered the addition of the special education consultant, or program director are required. This step allows for a new set of eyes to become part of the team and also ensures that all possible choices have been fully exhausted, and implemented with fidelity. This addition also ensures a continuity of service for the student to occur should the decision be made by the team to change their educational placement. Throughout the Solanco School District, inclusive practices are utilized and embraced. Currently all 4 of Solanco's elementary schools recognized as state-approved MTSS buildings. Additionally, professional development that has been offered to the faculty at all levels has maintained a heavy focus on learning that is differentiated to meet the individual needs of all students. The Solanco School District has employed the use of Learning Focused Schools for many years and continues to grow in its implementation and understanding of this teaching methodology which emphasizes practices that promote inclusion.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

The Solanco School District recognizes the significant importance of supporting the education of students with disabilities in the regular education setting to ensure their engagement and participation in a range of extracurricular activities. Solanco will provide support and services to ensure that students with IEPs have the same opportunities to participate in these activities as their peers without disabilities. The IEP team will make these decisions, including

parents and students, to determine the necessary support. The team will often invite staff and/or other potential agency supports, such as coaches or behavior specialists. The team can decide what types of support the student may need in order to engage in the extracurricular setting.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

Throughout students' educational experience living in the Solanco School District, the district ensures that children with disabilities have the opportunity to participate in Solanco's extracurricular activities. Such services and activities may include counseling services, school clubs, athletics, health services, other recreational activities, publicly run clubs and organizations, or referrals to agencies that assist individuals with disabilities. While students receive their education outside of the Solanco School District, the IEP team works to ensure that students have the opportunity to participate in their community to develop social skills, work skills, and daily living skills. The IEP team will also consider including vocational skills training and job training services in the IEP if appropriate. Through the IEP process, the LEA will consider the needs of each affected student to ensure that they have the opportunity to participate with their non-disabled peers in those extracurricular services and activities to the maximum extent appropriate to the student's needs.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The Solanco School District provides educational services to students with disabilities within their Least Restrictive Environment as determined by each student's IEP team based on their individually identified needs. The school district maintains a continuum of support and services designed to meet the unique learning needs of students. The school district provides learning support as well as emotional and behavioral support as dictated by a student's IEP in each building, K-12. There are also Life Skills Programs available from K-12 in district buildings and an Autistic Support Classroom at one elementary school. While considering the out-of-district placement chart, Solanco can build capacity and expand programs by continuing to bring students placed out of the district back into district programs and putting supports in place to prevent more students from being placed out of the district. When looking at placements outside of the district, IEP teams will continue to review each case utilizing the educational benefit review process to ensure that all needs are being met at the lowest threshold possible for aids and services while still providing a Free and Appropriate Public Education (FAPE) for the student. When the student's needs are complex and require more support and services than the district resources can support, students are referred to two different IUs to secure these services. IU13 provides support for many of our high school students needing behavioral placements. At the same time, CCIU delivers support for students with cognitive disabilities and students with significant needs in the area of Autism who also have substantial behavioral deficits. In addition, students with Intellectual deficits who require a wide array of transition activities to meet their transition goals are often supported at CCIU due to the limited resources available within our district to access authentic work experiences. In all cases, the Solanco School District ensures strong parental involvement in the case of a recommended change of placement. The district is always looking for ways to reduce the number of students placed out of the district through additional training or the development of new programs. Solanco has taken several recent steps to support students in district buildings and programs to address why students are being placed in alternate educational environments. For example, Solanco has added a Transition to Life class at the high school to meet students' transition needs better so that fewer students require an alternative placement to meet those needs. Solanco has also partnered with OVR to develop a continuum of transition activities and job placements to ensure that we can meet the transition needs of our students. The school district has also contracted with BCBA's from the IU13 and CCIU to provide additional behavior support in the buildings. Solanco is continuing to work with PATTAN to maintain a District level VB Mapping program to help meet the needs of students with Autism. Further, Solanco School District has employed a Behavior Specialist to assist in professional development and support for teachers and develop more robust behavior support plans. This

process has helped develop targeted plans and supported staff when working with students who have significant behavioral needs. Solanco has maintained more complex students in the district through this support.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Central Education Center	Other	Special Education Center	Intermediate Unit 13	Emotional Support	3
Community School Southwest	Other	Special Education Center	Intermediate Unit 13	Emotional Support	2
Martic Elementary School	Other	School-Based Supplemental	Intermediate Unit 13	Blind and Visually Impaired Support	1
Martic Elementary School	Other	School-Based Full Time	Intermediate Unit 13	Autistic Support	1
Project Search	Other	Full-Time Transition Program	Intermediate Unit 13	Life Skills Support	1
River Rock Academy	Other		Customized Alternative Education Services	Life Skills Support	2
Winner's Circle Center	Licensed Private Academic		Winner's Circle Center Inc.	Emotional Support	3
New Story	Licensed Private Academic		New Story Schools	Autistic Support	2
Willow Valley Project	Other	Full Time Transition Program	Intermediate Unit 13	Life Skills Support	2
Chester County Learning Center	Other	Special Education Center	Chester County Intermediate Unit	Emotional Support	8
Chester County Learning Center	Other	Special Education Center	Chester County Intermediate Unit	Life Skills Support	1
Chester County Learning Center	Other	Special Education Center w/ Transition Programming	Chester County Intermediate Unit	Learning Support	5
Child and Career Development Center	Other	Special Education Center	Chester County Intermediate Unit	Autistic Support	3
Child and Career Development Center	Other	Special Education Center	Chester County Intermediate Unit	Emotional Support	4

Child and Career Development Center	Other	Special Education Center	Chester County Intermediate Unit	Life Skills Support	5
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## Positive Behavior Support

Date of Approval

2002-10-21

Uploaded Files

Board Policy Behavior.pdf

1. How does the district support the emotional, social needs of students with disabilities?

The IEP of each Solanco student who exhibits behaviors that interfere with their ability to learn or with the learning of others must include provisions for positive behavior support following the law. Behavior support programs and techniques used with special education students should be varied and individually designed to develop and maintain skills that will enable students to receive a free and appropriate public education. Before creating a behavior support plan, the team should review potential causes of behavior problems such as physical/medical conditions, environmental factors, and staff/program concerns. The School district employs one BCBA to support this initiative and contracts with one from the IU13 to support the elementary schools and one from CCIU to support the transition to Kindergarten. Special education staff will continue to increase their knowledge, skills, and awareness of resources regarding developing and implementing effective positive behavior support plans. All staff will have the opportunity to participate in crisis prevention intervention and verbal de-escalation techniques. In addition, our school personnel and students have access to work collaboratively with members from outside behavioral health services in all buildings. As part of our commitment at the elementary level to ensure adequate supports are in place for our youngest students, we hold regular team meetings to review and discuss student behavior. Solanco has implemented a tiered system of behavior support. In addition to a process to continually review behavior, the district has employed a certified BCBA to serve as Solanco's Director of Behavioral Support and assist with this process. The district leadership team has provided in-service opportunities for their staff as this process has been developed. Solanco School District is currently in the developmental stages of behavioral support at the secondary level, focusing on the ABCs (Attendance, Behavior, and Course completion). The Secondary Leadership team is working closely with the TAC Team at IU13 and attending instructional sessions provided through PATTAN as they develop a three-tier system of support. The High School has a trained Check and Connect Team working intensely to increase educational outcomes. The team expanded again in the 21/22 school, training additional staff at the high school and middle school levels to increase the number of students they could support. The teams will continue to attend professional development related to secondary behavioral supports and work with the local TAC team to advance the understanding of a secondary model, further develop and strengthen Tier one universal supports for all students and expand the menu of effective interventions to support students and increase the graduation rate. Middle school teams have partnered with PaTTAN and the IU13 through the Pathways to Graduation (P2G) initiative to help accomplish that objective at this level.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

The Solanco School District provides various support and training opportunities for staff that support positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention. The district employs a Director of Behavioral Support. This role aims to provide direct assistance to educational staff, administrators, and parents in the area of behavioral change and address challenging behaviors of students in the Solanco

School District. The Behavior Specialist, in coordination with contracted BCBA's through local Intermediate Units, will provide individual and team support in functional behavior analysis and the development of positive behavior support plans, working to identify students early and then provide targeted interventions to support the students in a regular education setting. The Behavior Specialist will collaborate with administrators and classroom teachers regarding best practices and provide expertise regarding behavior modification. The Behavior Specialist provides support and literature based on best practices, researched-based behavioral interventions, and PDE-supported procedures and practices. Additional Trainings: All staff are offered training opportunities from PaTTAN and IU13 which include the following programs: Non-violent crisis intervention training: A course designed to teach staff and building teams to intervene in a safe, non-harmful manner when students become disruptive or violent. Participants in this program learn preventative measures to avoid escalating behaviors. We have trained a significant number of general education teachers over the past four years so they can better manage classroom behaviors and develop an understanding of how important antecedent strategies are in managing classroom behaviors. Check and Connect Trainings and Meetings: "Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to Check & Connect when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades." Sources from <http://www.checkandconnect.umn.edu/> Pathways To Graduation Meetings and Conferences: "Middle School Success: Path to Graduation (P2G) is a three to five-year process designed to build LEA's capacity to increase graduation rates and decrease drop-out rates for students with disabilities, in particular, students identified with emotional behavioral disorders in the middle school years. P2G is an opportunity to support an LEA's efforts for overall school improvement." Sources from the P2G Informational Brochure

3. Describe the district positive school wide support programs.

SOLANCO MTSS BEHAVIOR TIERS AT THE ELEMENTARY LEVEL: Tier 1: Each elementary school has developed and is using a School-Wide Positive Behavior Support Plan which consists of two levels- classroom behavior management plans and a school-wide behavior plan that are consistent with Solanco expectations of Respect, Responsibility, Courage, and Kindness. The primary focus of Tier I is to prevent the development of new incidents/occurrences of problem behaviors by ensuring all students have access to a high quality learning environment. The School-Wide Behavior Plan and individual classroom plans are essential elements for creating a quality learning environment. The schools use evidence-based interventions when considering behavior support plans, have scheduled daily class meetings, and visual classroom schedules posted for students to reference during their school day. The goal of the Tier 1 positive behavior support plan is that 85% or more of the student population is behaviorally successful. Data is used to determine the need of intensifying behavioral support for students. School team meetings are held if data suggests a need for changing or modifying tier 1 behavior plans. The Behavior Analyst may become involved if less than 85% of the school population or classroom population is showing success on a tier 1 plan. If the tier 1 behavior support plan is meeting the needs of 85% or more of the class, but is not working for specific students, the school team will consider additional evidence-based supports for those students, identified in Tier 2. Tier 2: The additional component here would be a focus on reducing the intensity and/or frequency of existing behaviors of students who have not responded to the school-wide interventions and practices. Small group instruction is often added as a focus and individual data reviews take place to determine a student's behavioral progress. At this level the student's team (including family or guardians) work collaboratively to develop student specific behavioral goals and put individual interventions in place. Regular team meetings are scheduled to review behavioral progress and to discuss any modifications to the behavior plan. Tier 2 supports may include, but are not limited to: small group instruction on targeted behavioral skills, increase in in-class breaks or out of class breaks, time to check in/out with an adult daily, adult scheduled support in class during difficult periods, increased rate of reinforcement. Tier 3: Students requiring tier 3 interventions and supports are often exhibiting dangerous behaviors of concern such as elopement from the classroom or threats or acts of harm to self or others. In this tier we would pull in additional behavioral support which

may include significant involvement from the School Psychologist, Case Manager and/or Behavior Analyst who would work collaboratively to complete an FBA and individual PBSP and track the data related to the plan. Monthly data review meetings take place to review the plan and discuss the behavioral data and progress to determine the need for additional support and/or services. Tier 3 supports may include, but are not limited to: small group instruction on targeted behavioral skills, increase in in-class breaks or out of class breaks, time to check in/out with an adult daily, adult scheduled support in class during difficult periods, increased rate of reinforcement, assignment of a Behavior Technician, a student specific crisis plan and team. SOLANCO BEHAVIOR SUPPORT TIERS AT THE SECONDARY LEVEL: At the secondary level, Solanco School District is focused on with a focus on the ABC's (Attendance, Behavior and Course completion). Currently the High School has a trained Check and Connect Team working intensely to increase educational outcomes. The team expanded in 2021/2022, training additional staff to increase the number of students they could support. Solanco is also working with PaTTAN and the IU13 to participate in the Pathways to Graduation (P2G) program. This program engages in targeted supports designed to benefit middle school students with emotional disturbances. This team meets regularly to review and reflect on student data.

4. Describe the district school-based behavior health services.

At the district level, the Solanco School District has 4 School Psychologists, a School Social Worker, a School Resource Officer, and a Board Certified Behavior Analyst. At the elementary level there are 4 Behavior Technicians who have completed a 40 hour Registered Behavior Technician course, but are not required to sit for the Behavior Analyst Certification Board's RBT exam. The Behavior Technician works under the direct supervision of a BCBA. Each of the elementary schools has an assigned School Counselor that provides scheduled class lessons, small group instruction, and individual student sessions as needed. The elementary school offers 2 Emotional Support classrooms that offer daily social skills and self-regulation lessons to students, while providing a smaller class environment as needed for students identified as needing additional tier 3 support. The school district has begun introducing Calm Corner kits in every elementary classroom across the district to encourage students to use coping strategies in the classroom. The elementary schools have sensory rooms in three of the elementary buildings. The school district has currently contracted 2 additional BCBA's, one to support the district's Early Learner Program and Kindergarten students, and the other BCBA to support referrals across the district. Across the elementary schools, the district also contracts for a School Based Counselor to come in to meet with selected students. At the secondary levels, select teachers have been trained in the Check and Connect program, there is an assigned Student Assistance Coordinator, a School Counselor for each of the middle schools, and 3 School Counselors for the High School.

5. Describe the district restraint procedure.

Staff in the Solanco school district only use restraint as a last resort. Restraints are only used after verbal de-escalation efforts have failed and the student continues to pose an immediate risk of harm to themselves or others. If a restraint is deemed necessary to keep students and staff safe, trained staff will restrain a student for the minimum amount of time needed to de-escalate the situation and mitigate the risk of harm. Staff that conducts a restraint are continuously trained in Non-Violent Crisis Intervention through the Crisis Prevention Institute (CPI). The district's restraint procedure follows the recommendations of CPI. Following a restraint, the district immediately informs the parent/guardian of the occurrence and schedules an IEP meeting. Parents have the option to waive this meeting. At that meeting, the team discussed how the student's plan can be modified to avoid the situation that provoked the restraint. This meeting occurs within 10 days and is then logged in the RISC system.



## Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

While the district has not experienced any difficulty with traditionally hard-to-place students, should this need arise, the IEP team will take the following steps. First, the MDT team would come together to review the child's specific programmatic needs based on the student's identified needs. The district would discuss programmatic features to plan what an ideal program would look like to meet the student's identified needs adequately. Next, The IEP team would evaluate current program options to see which would meet the bulk of the criteria specified as necessary to ensure FAPE for the child. For those pieces that may be missing, additional resources would be garnered from supporting agencies or the district to provide an adequate program. The Solanco School District works very closely with our intermediate unit (IU), Bureau of Special Education (BSE), PaTTAN, as well as our behavioral health-related services (BHRS) system. The district would also participate in a CASSP meeting for the student. Through these channels, it would be assumed that an appropriate programmatic fit would be able to be realized. The Solanco School District currently utilizes placements outside of our district and has been creative in ensuring programmatic fit to a student's need. The District has limited resources for job placement due to the rural nature of the district. We have utilized programs through both CCIU and IU13 to meet the diverse transition needs of our most complex students. In addition, due to our location and options available, we have accessed CCIU for placement of students with mental health needs. To date, we have not experienced any gaps in programming due to this planning and utilization of providers outside of our district. As always, we are looking to improve the programming offered to our students within our schools, and to this end, the district will continue to undertake ventures in which we can bring services back into our buildings. In addition, Solanco School District has identified an increase in the number of students identified as Emotionally Disturbed. For those students who meet the criteria for this exceptionality due to significant mental health services, IU13 had a school-based Partial Hospitalization Program. This program is used judiciously. However, with the current increase in needs, there has also been difficulty accessing resources that represent FAPE for the student.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IUHSMDS	Secondary	Full-time (1.0)	04/28/2022 02:03 PM

<b>Building Name</b>		
Solanco HS		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Students falling outside of the allowable age range are not seen together or have signed waiver		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IUPRMDS	Elementary	Full-time (1.0)	04/28/2022 02:03 PM

<b>Building Name</b>		
Providence El Sch		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		

<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students falling outside of the allowable age range are not seen together or have signed waiver		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IUSpeech2	Secondary	Part-time (0.5)	04/28/2022 01:58 PM

<b>Building Name</b>		
Solanco SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		32
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Students falling outside of the allowable age range are not seen together or have signed waiver		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IUSpeech1	Secondary	Part-time (0.5)	04/28/2022 01:59 PM

<b>Building Name</b>
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Solanco SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		32
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Students falling outside of the allowable age range are not seen together or have signed waiver		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech4	Multiple	Full-time (1.0)	04/28/2022 01:53 PM

<b>Building Name</b>		
Solanco SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		65
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	5 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
Students falling outside of the allowable age range are not seen together or have signed waiver		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech3	Elementary	Full-time (1.0)	04/28/2022 01:52 PM



<b>Building Name</b>		
Clermont El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		65
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students falling outside of the allowable age range are not seen together or have signed waiver		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech2	Elementary	Full-time (1.0)	04/28/2022 01:51 PM

<b>Building Name</b>		
Providence El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		65
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>

Students falling outside of the allowable age range are not seen together or have signed waiver	1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech1	Elementary	Full-time (1.0)	04/28/2022 01:51 PM

<b>Building Name</b>		
Quarryville El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		65
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students falling outside of the allowable age range are not seen together or have signed waiver		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CELS2	Elementary	Full-time (1.0)	04/28/2022 01:47 PM

<b>Building Name</b>
Clermont El Sch
<b>Support Type</b>
Learning Support
<b>Support Sub-Type</b>

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CELS1	Elementary	Full-time (1.0)	04/28/2022 01:44 PM

<b>Building Name</b>		
Clermont El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BCLS1	Elementary	Full-time (1.0)	04/28/2022 01:43 PM

<b>Building Name</b>		
Bart-Colerain El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students falling outside of the allowable age range are not seen together or have signed waiver		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
QELSS1	Elementary	Full-time (1.0)	04/28/2022 01:41 PM

<b>Building Name</b>		
Quarryville El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students falling outside of the allowable age range are not seen together or have signed waiver		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
QELS2	Elementary	Full-time (1.0)	04/28/2022 01:40 PM

<b>Building Name</b>		
Quarryville El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
QELS1	Elementary	Full-time (1.0)	04/28/2022 01:39 PM

<b>Building Name</b>		
Quarryville El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
PRES2	Elementary	Full-time (1.0)	04/28/2022 01:36 PM

<b>Building Name</b>		
Providence El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
PRES1	Elementary	Full-time (1.0)	04/28/2022 01:35 PM

<b>Building Name</b>
Providence El Sch

<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PRAS1	Elementary	Full-time (1.0)	04/28/2022 01:34 PM

<b>Building Name</b>		
Providence El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students falling outside of the allowable age range are not seen together or have signed waiver		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PRLS2	Elementary	Full-time (1.0)	04/28/2022 01:33 PM

<b>Building Name</b>		
Providence El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PRLS1	Elementary	Full-time (1.0)	04/28/2022 02:00 PM

<b>Building Name</b>		
Providence El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8



<b>Age Range Justification</b>	<b>FTE %</b>
	1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SMES1	Secondary	Full-time (1.0)	04/28/2022 12:54 PM

<b>Building Name</b>		
Smith MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SMLS3	Secondary	Full-time (1.0)	04/28/2022 12:53 PM

<b>Building Name</b>		
Smith MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMLS2	Secondary	Full-time (1.0)	04/28/2022 12:52 PM

<b>Building Name</b>		
Smith MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMLS1	Secondary	Full-time (1.0)	04/28/2022 12:51 PM

<b>Building Name</b>		
Smith MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SWLSS1	Secondary	Full-time (1.0)	04/28/2022 12:50 PM

<b>Building Name</b>		
Swift MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SWES1	Secondary	Full-time (1.0)	04/28/2022 12:47 PM

<b>Building Name</b>		
Swift MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SWLS3	Secondary	Full-time (1.0)	04/28/2022 12:49 PM

<b>Building Name</b>		
Swift MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SWLS2	Secondary	Full-time (1.0)	04/28/2022 12:48 PM

<b>Building Name</b>		
Swift MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SWLS1	Secondary	Full-time (1.0)	04/28/2022 12:48 PM

<b>Building Name</b>		
Swift MS		
<b>Support Type</b>		

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL56	Secondary	Full-time (1.0)	04/28/2022 12:42 PM

<b>Building Name</b>		
Solanco HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL55	Secondary	Full-time (1.0)	04/28/2022 12:41 PM

<b>Building Name</b>		
Solanco HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL4	Secondary	Full-time (1.0)	04/28/2022 12:40 PM

<b>Building Name</b>		
Solanco HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL3	Secondary	Full-time (1.0)	04/28/2022 12:39 PM

<b>Building Name</b>		
Solanco SD		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL2	Secondary	Full-time (1.0)	04/28/2022 12:31 PM

<b>Building Name</b>		
Solanco SD		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>



Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HSL1	Secondary	Full-time (1.0)	04/28/2022 12:30 PM

<b>Building Name</b>	
Solanco HS	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	50
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Secondary
<b>Age Range Justification</b>	<b>FTE %</b>
	1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HSL1	Secondary	Full-time (1.0)	04/28/2022 12:28 PM

<b>Building Name</b>
Solanco SD

<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Students falling outside of the allowable age range are not seen together or have signed waiver		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HST2L	Secondary	Full-time (1.0)	04/28/2022 12:27 PM

<b>Building Name</b>		
Solanco HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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HSES1	Secondary	Full-time (1.0)	04/28/2022 12:26 PM
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<b>Building Name</b>		
Solanco HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
IAS1	Multiple	Full-time (1.0)	04/28/2022 12:24 PM

<b>Building Name</b>		
Solanco SD		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Multiple	5 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Itinerant Autistic Support; this teacher travels to the the students and delivers support to them in their school with like-aged peers		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SVALS	Multiple	Full-time (1.0)	04/28/2022 12:19 PM

<b>Building Name</b>		
Solanco SD		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	10 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
Virtual School Learning Support Teacher, all students are in the virtual program and do not interact with each other.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SpedCon1	Multiple	Full-time (1.0)	04/28/2022 12:16 PM

<b>Building Name</b>
Solanco SD
<b>Support Type</b>

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Support High School Aged Students that in different programs (i.e. Cyber, specialized programs, etc.)		1

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Solanco HS		915
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 27 feet, 0 inches	837sqft	29
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

### 1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Solanco HS		616
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 32 feet, 0 inches	768sqft	27
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

### 2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Solanco HS		913
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 23 feet, 0 inches	828sqft	29
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

### 3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Solanco HS		405
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 32 feet, 0 inches	768sqft	27
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

#### 4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Solanco HS		803
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
39 feet, 0 inches x 22 feet, 0 inches	858sqft	30
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		



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5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Solanco HS		921
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Solanco HS		607
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 31 feet, 0 inches	992sqft	35
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

#### 7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Solanco HS		914
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 31 feet, 0 inches	775sqft	27
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

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8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Solanco HS		403
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 22 feet, 0 inches	682sqft	24
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Solanco HS		604
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 0 inches x 9 feet, 0 inches	171sqft	6
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Smith MS		B128
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 34 feet, 0 inches	816sqft	29
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

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11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Smith MS		E103
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 33 feet, 0 inches	1056sqft	37
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Smith MS		E105
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 0 inches x 32 feet, 0 inches	576sqft	20
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Smith MS		B101
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 0 inches x 24 feet, 0 inches	816sqft	29
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

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14 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Smith MS		B110
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 0 inches x 16 feet, 0 inches	336sqft	12
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

15 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Swift MS		11
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 29 feet, 0 inches	754sqft	26
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

16Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Swift MS		18
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 0 inches x 28 feet, 0 inches	1008sqft	36
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		



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17 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Swift MS		19
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 0 inches x 28 feet, 0 inches	980sqft	35
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

18 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Swift MS		42
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 0 inches x 29 feet, 0 inches	493sqft	17
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

19Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Swift MS		41
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 0 inches x 29 feet, 0 inches	493sqft	17
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

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20 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Swift MS		67
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 0 inches x 29 feet, 0 inches	493sqft	17
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

21 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Solanco HS		812
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
39 feet, 0 inches x 22 feet, 0 inches	858sqft	30
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

#### 22Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Quarryville El Sch		503B
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 0 inches x 22 feet, 0 inches	374sqft	13
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

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23 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Quarryville El Sch		505B
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 0 inches x 22 feet, 0 inches	374sqft	13
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

24 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Quarryville El Sch		200
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 0 inches x 10 feet, 0 inches	210sqft	7
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

#### 25Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Quarryville El Sch		402
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
40 feet, 0 inches x 27 feet, 0 inches	1080sqft	38
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

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26 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Bart-Colerain El Sch		105
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
43 feet, 0 inches x 23 feet, 0 inches	989sqft	35
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

27 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Bart-Colerain El Sch		137
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 0 inches x 14 feet, 0 inches	238sqft	8
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

#### 28Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Providence El Sch		101
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
35 feet, 0 inches x 23 feet, 0 inches	805sqft	28
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		



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29 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Providence El Sch		SGI4
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
10 feet, 0 inches x 13 feet, 0 inches	130sqft	4
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

30 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Providence El Sch		118
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
37 feet, 0 inches x 24 feet, 0 inches	888sqft	31
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

### 31 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Providence El Sch		109
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 25 feet, 0 inches	750sqft	26
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

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32 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Providence El Sch		110
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 0 inches x 26 feet, 0 inches	806sqft	28
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

33 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Providence El Sch		133
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 26 feet, 0 inches	754sqft	26
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

### 34 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Providence El Sch		115
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 23 feet, 0 inches	552sqft	19
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

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35 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Clermont El Sch		125
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

36 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Clermont El Sch		103
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 0 inches x 24 feet, 0 inches	816sqft	29
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

### 37Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Clermont El Sch		83
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 0 inches x 19 feet, 0 inches	323sqft	11
<b>Implementation Date</b>		
2022-05-24		
<b>Uploaded Files</b>		

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38 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

## Special Education Support Services

### 39Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1.0	District Wide	District
Behavior Specialist	1.0	District Wide	District
Behavior Specialist	2.0	District Wide	Contractor
Occupational Therapist	1.0	District Wide	District
Occupational Therapist	0.3	District Wide	Contractor
School Psychologist	4.0	District Wide	District
Social Worker	1.0	District Wide	District
Guidance Counselor	9.0	District Wide	District
Physical Therapist	0.3	District Wide	Contractor
Paraprofessionals	70.0	District Wide	District



## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Verbal Behavior Training and In-Class Consolation			
<b>Lead Person/Position</b>			<b>Year of Training</b>
PaTTAN Educational Consultant/IU13 TAC - PaTTAN Autism Initiative			2022/2023
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	9	District PaTTAN	General Education Teachers Paraprofessionals

<b>Description of Training</b>			
Supporting Students with Autism - Department Meeting Session			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Director of Special Education/Itinerant Autistic Support Teacher			2022/2023
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2		Building Administrators Parents Special Education Teachers

<b>Description of Training</b>			
Verbal Behavior Training and In-Class Consolation			
<b>Lead Person/Position</b>			<b>Year of Training</b>
PaTTAN Educational Consultant/IU13 TAC - PaTTAN Autism Initiative			23/24
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	9	District PaTTAN	Central Office Administrators Special Education Teachers

<b>Description of Training</b>
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Supporting Students with Autism - Department Meeting Session			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education/Itinerant Autistic Support Teacher		23/24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2		Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
CPI - Nonviolent Crisis Intervention			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Behavioral Supports		22/23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3 to 6	2		Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
CPI - Nonviolent Crisis Intervention			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Behavioral Supports		23/24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3 to 6	2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Pathways to Graduation (P2G) - Targeted planning, training and supports for Middle School Students with Emotional Disturbances			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
PaTTAN Educational Consultant/IU13 Tac Team		22/23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	6	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers Other

<b>Description of Training</b>			
Check and Connect - Regular PD opportunities for Check and Connect Mentors at the Middle and High School Level			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Check and Connect Team Leaders/Admin		22/23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	9	District	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Check and Connect - Regular PD opportunities for Check and Connect Mentors at the Middle and High School Level			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Check and Connect Team Leaders/Admin		23/24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	9	District	Building Administrators Central Office Administrators General Education Teachers

			Special Education Teachers
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Description of Training			
Behavior Planning - Special Education Department Meeting Sessions on Behavior Plans			
Lead Person/Position		Year of Training	
Special Education Director/Consultant/Behavior Specialist		22/23	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Special Education Teachers

Description of Training			
Behavior Planning - Special Education Department Meeting Sessions on Behavior Plans			
Lead Person/Position		Year of Training	
Special Education Director/Consultant/Behavior Specialist		23/24	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Special Education Teachers

### Paraprofessional

Description of Training			
IU13 Paraeducator Academy			
Lead Person/Position		Year of Training	
IU13 Tac Team		22/23	
Hours Per Training	Number of Sessions	Provider	Audience
6	4	Intermediate Unit	Paraprofessionals

Description of Training
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IU13 Paraeducator Academy			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13 Tac Team		23/24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	4	Intermediate Unit	Paraprofessionals

### Transition

<b>Description of Training</b>			
Transition Planning - Special Education Department Meeting Sessions on Transition			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Consultant		22/23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	5	District	Special Education Teachers Other

<b>Description of Training</b>			
Transition Planning - Special Education Department Meeting Sessions on Transition			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Consultant		23/24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	5	District	Special Education Teachers Other

### Science of Literacy

<b>Description of Training</b>
Weekly Consultation with Reading Specialists - Elementary Teachers meet with Reading Specialists in teams to discuss effective reading instruction

<b>Lead Person/Position</b>		<b>Year of Training</b>	
Reading Specialists		22/23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
.5	35	District	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Weekly Consultation with Reading Specialists - Elementary Teachers meet with Reading Specialists in teams to discuss effective reading instruction			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Reading Specialists		23/24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
.5	35	District	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Functional Coaching Consultation - High School Literacy - IU13 coaches come to the High School to coach teachers on teaching literacy effectively			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13 TAC team consultant		22/23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	6	Intermediate Unit	General Education Teachers

<b>Description of Training</b>			
Functional Coaching Consultation - High School Literacy - IU13 coaches come to the High School to coach teachers on teaching literacy effectively			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13 TAC team consultant		23/24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	6	Intermediate Unit	General Education Teachers

<b>Description of Training</b>			
Revolutionizing our Literacy Outlook - A middle level literacy program that conducts meetings/PDs throughout the year			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Middle Level Admin			22/23
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	District	Building Administrators General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Revolutionizing our Literacy Outlook - A middle level literacy program that conducts meetings/PDs throughout the year			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Middle Level Admin			23/34
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	District	Building Administrators General Education Teachers Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Solanco Special Education Parent Training Night			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Director of Special Education			22/23
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	District	Parents

<b>Description of Training</b>			
Solanco Special Education Parent Training Night			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Director of Special Education			23/24
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	2	District	Parents

<b>Description of Training</b>			
Early Childhood Parent Engagement Events - Various events designed to attract and train parents of students that are going into Kindergarten			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Director of Early Learning			22/23
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	5	District	Parents

<b>Description of Training</b>			
Early Childhood Parent Engagement Events - Various events designed to attract and train parents of students that are going into Kindergarten			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Director of Early Learning			23/24
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	5	District	Parents

### IEP Development

<b>Description of Training</b>	
IEP Development Series - Special Education Department Meeting Sessions	
<b>Lead Person/Position</b>	<b>Year of Training</b>



Director of Special Education/Special Education Consultant		22/23	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	9	District	Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
IEP Development Series - Special Education Department Meeting Sessions			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education/Special Education Consultant		23/24	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	9	District	Parents Special Education Teachers Other

## Signatures & Affirmations

Approval Date

2022-06-20

Uploaded Files

affirmation.pdf

- x There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- x The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- x The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- x The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Brian A Bliss

Date

2022-07-29

